

Summer Academy UNIT OF STUDY

Inquiry in Our Environment	
Unit Title Length of Delivery of Unit Team Members	<input checked="" type="checkbox"/> Inquiry in Our Environment <input checked="" type="checkbox"/> 6 weeks <input checked="" type="checkbox"/> Mary Fassbender, Amy Jarmuz, Joy Vangen
Unit Objective or Purpose:	<input checked="" type="checkbox"/> Incorporate inquiry based learning & the environmental center to teach our environmental science unit <input checked="" type="checkbox"/> Students do inquiry-based investigations to study environmental science in the school environmental center
BRIEFLY highlight how each of the five strands is represented in the unit. Literacy, Tech Tools, Differentiation, Assessment, Information Literacy	<input checked="" type="checkbox"/> Literacy: students will research scientific information by reading tiered articles/readings. <input checked="" type="checkbox"/> Tech Tools: students will use digital cameras to record observations, key concepts will be introduced with the use of online video clips to engage students. <input checked="" type="checkbox"/> Differentiation: students will research scientific information by reading tiered articles/readings. <input checked="" type="checkbox"/> Assessment: students present their findings as a scientific explanation using a PowerPoint presentation, students complete a self-reflection at the end of the unit. <input checked="" type="checkbox"/> Information Literacy: students evaluate each other's presentations to determine whether the investigations were conducted as fair tests.

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Investigate Climate Change	
Unit Title Length of Delivery of Unit Team Members	<input checked="" type="checkbox"/> Investigate Climate Change <input checked="" type="checkbox"/> 3 weeks <input checked="" type="checkbox"/> Gina Laffin
Unit Objective or Purpose:	<input checked="" type="checkbox"/> Utilize the environmental center in our unit on climate change <input checked="" type="checkbox"/> Students do inquiry-based investigations to study climate change
BRIEFLY highlight how each of the five strands is represented in the unit. Literacy, Tech Tools, Differentiation, Assessment, Information Literacy	<input checked="" type="checkbox"/> Literacy: students will use specific strategies while reading science articles in order to compare points of view <input checked="" type="checkbox"/> Tech Tools: students will use digital cameras to record observations, Introduce the use of digital satellite imagery to study change <input checked="" type="checkbox"/> Differentiation: students will research scientific information by reading tiered articles/readings, design an experiment to compare rates of heating and cooling <input checked="" type="checkbox"/> Assessment: students present their findings in the format of a persuasive essay, students participate in gallery walks and create webs <input checked="" type="checkbox"/> Information Literacy: students collect research data from given website and evaluate the information in order to form a point of view